

YCYW AI Handbook for Students and Teachers

Building Intelligent and Responsible AI Practice Across Our Network

Scope: This handbook applies to and will be shared with the entire community of each Yew Chung International School (YCIS) and Yew Wah International School (YWIES) primary and secondary students, teachers and parents in Chinese Mainland and Hong Kong.	Distribution: - School Leadership Teams - School-based AI Action Groups - Student, Teachers, Parents
Effective Date: Academic Years 2026-27	Number of pages: 17
Next Review Date: June 1, 2027	Approved by: Executive Board

This guide is also available in Chinese (中文版本). Schools should ensure both versions are accessible to all students, teachers, and parents.

Table of Contents

1. THE BIG IDEA	3
2. THE FOUR PHASES — HOW IT WORKS	3
PHASE 1: I THINK (EXECUTIVE CONTROL)	3
PHASE 2: AI THINKS (COGNITIVE OUTSOURCING)	4
PHASE 3: WE THINK TOGETHER (DISTRIBUTED COGNITION)	4
PHASE 4: WE TRANSFORM OUR THINKING (METACOGNITIVE REFLECTION)	4
3. AI² AND AI-EMBEDDED METACOGNITION — HOW THEY CONNECT	5
4. AI-ENRICHED VS. AI-DIMINISHED LEARNING	5
5. WHEN CAN I USE AI? — THE TRAFFIC LIGHT	6
6. HOW TO USE AI WELL	7
7. WHAT AI CANNOT DO FOR YOU	8
8. STAYING SAFE WITH AI	9
9. CITING AI IN YOUR WORK	9

10. FOR TEACHERS: AI ACROSS TEACHING AND LEARNING.....	10
10.1 APPLY THE FRAMEWORK TO YOUR OWN PRACTICE	10
10.2 AI ACROSS THE TEACHING CYCLE	10
10.3 DESIGNING AI-APPROPRIATE TASKS	11
10.4 AI ACROSS SUBJECTS.....	11
10.5 THE FOUR AI LITERACY DOMAINS.....	11
10.6 SCAFFOLDING METACOGNITION BY STAGE	12
10.7 USE ASSESSMENT AS A TEACHING TOOL	12
10.8 GUARD AGAINST AI-DRIVEN EXAM CULTURE.....	12
 11. QUICK REFERENCE CHARTS.....	 13
 WHY YCYW AI²?.....	 14

1. The Big Idea

AI is powerful. It can generate text, create images, write code, analyse data, and answer questions in seconds. It will be part of your life, your work, and your world for as long as you live.

But AI is not a replacement for your brain.

Your education is about developing the capabilities that matter most in a world where AI can produce content on demand: critical thinking, creativity, judgment, empathy, curiosity, and the ability to **manage your own thinking**. These are deeply human qualities.

We want to shift the question you ask. The old question was: "*Can AI do this for me?*" The better question — the one that will protect your learning and your future — is:

"What should I think about myself, and what should I ask AI to help me with — and why?"

This question makes *you* the thinker-in-chief. AI becomes a thinking partner that you direct, evaluate, and reflect upon. It does not become your replacement.

At YCYW, our mission is character formation. Our 12 Virtues describe who we aspire to be. AI does not change that aspiration — it makes it more important. Honesty matters more when it is easy to fake. Courage matters more when it is easy to let a machine decide. **Wisdom matters more when information is infinite but understanding is not.**

We use one approach to make sure AI helps rather than harms your learning:

I think. AI thinks. We think together. And we transform our thinking.

This is not a slogan. It is a method — a four-phase cycle. It applies every time you use AI, whether you are eight or eighteen, whether you are writing an essay, designing a robot, composing music, or conducting a science investigation.

2. The Four Phases — How It Works

Phase 1: I Think (Executive Control)

Before you open any AI tool, **think for yourself and make decisions**.

What do you already know? What are your own ideas, even rough ones? What questions do you have? What is your starting point?

Then — and this is the new, important part — decide:

- **What are the core learning objectives I need to achieve myself?**
- **Which parts of this task require *my* reasoning, *my* thinking, *my* judgment?**
- **Which well-defined sub-tasks could I ask AI to help with — and why?**

This is **cognitive outsourcing**: the deliberate, bounded decision to delegate specific tasks to AI so you can focus on the thinking that matters most. It is *your decision* — made with intent.

This first phase is the most important one. It is where learning begins and where you stay in charge.

Phase 2: AI Thinks (Cognitive Outsourcing)

Now you can use AI — but only for the parts you decided to delegate.

Give AI a clear prompt. Ask a specific question. AI might generate example data sets, summarise background research, suggest vocabulary, format your work, or produce multiple models for you to compare. There are many prompt templates that can be useful here.

Keep your critical mind switched on. AI can be wrong, biased, and can hallucinate — presenting completely fabricated information with confidence. Think of AI as a study partner who has read a lot but understands little. It can offer useful raw material, but it cannot replace your judgment.

Do not let AI cross the line you drew in Phase 1. If you decided you would form the hypothesis yourself, do not let AI do it. If you decided AI would help only with formatting, do not let it write your conclusion.

Phase 3: We Think Together (Distributed Cognition)

This is where the real work happens. You now have your thinking, AI's contributions, and — importantly — the contributions of others: peers, teachers, external experts, scientific tools, books, and your own observations.

Your job is to integrate all of these intelligently. You are the executive of a *distributed cognitive system* — the thinking is happening across many sources, but you are directing it.

What did AI offer that was genuinely useful? What was wrong, incomplete, or irrelevant? How does it compare with what your teacher said, what your partner thinks, what the textbook says, what your experiment showed? What would you add, change, or reject?

The final product must be **yours**. It must reflect your understanding, your voice, and your judgment.

Phase 4: We Transform Our Thinking (Metacognitive Reflection)

This phase **runs through all the others**. It is the heartbeat of the cycle.

Before, during, and after any AI use, ask yourself:

- **What thinking did I retain?**
- **What did I delegate to AI?**
- **Did asking AI deepen my understanding, or did I let AI do the thinking for me?**
- **Have I slipped into cognitive surrender — where I just accepted what AI said without thinking?**
- **How has my reasoning improved? What would I do differently next time?**

This is **AI-embedded Metacognition**: using AI not to produce answers, but to help you *learn how to learn* and *learn how to think*. Sometimes you might even ask AI to surface assumptions you didn't notice, or to show you how your thinking would look from a different angle, in a different language, or in a different cultural context.

The goal is that *your reasoning gets stronger over time* — not that you produce more output faster.

3. AI² and AI-embedded Metacognition — How They Connect

Two ideas sit at the heart of our approach. They are closely linked but they do slightly different work.

AI-embedded Metacognition

This is the **underlying skill**. It is your awareness of your own thinking — knowing what you know, what you don't know, how you are learning, and which parts of a task need *your* reasoning. It runs through *all* of your AI use, in every subject, every day. It is what makes you the thinker-in-chief.

AI-enhanced Inquiry (AI²)

This is the **applied method**. AI² is the structured practice of using AI as a thinking partner during inquiry — most powerfully in science, but also in any investigation-driven work. In AI², AI might help you generate hypotheses, compare models, challenge your assumptions, or iterate explanations. But you remain responsible for:

- Framing the scientific question,
- Designing the investigation,
- Evaluating evidence,
- Interpreting results,
- Defending your conclusions.

AI may assist your inquiry — but it does not replace your scientific reasoning.

How They Work Together

AI-embedded Metacognition is the *capacity*. AI² is the *practice*. You bring metacognitive awareness to every phase of an AI² investigation: deciding what to think yourself, what to delegate, how to integrate ideas, and how your reasoning is changing. The fourth phase — "We Transform Our Thinking" — is where the two are explicitly fused.

You use AI-embedded Metacognition all the time. You use AI² when you are doing inquiry.

4. AI-Enriched vs. AI-Diminished Learning

The same tool, used in two different ways, can either strengthen or weaken your learning.

AI enriches your learning when you make a deliberate decision about what to think yourself and what to delegate; you check AI outputs against other sources; you can explain every part of your work without AI; you learn something new through the process; your reasoning gets stronger.

AI diminishes your learning when you skip your own thinking and go straight to AI; you copy AI output without understanding it; you could not explain your work to your teacher; you feel like AI did the work and you just submitted it. **This is cognitive surrender.**

The Test

Ask yourself: *If my teacher asked me to explain this work right now — without notes or AI — could I do it confidently, and could I also explain what I decided to think myself, what I asked AI to help with, and why?*

If **yes** — AI has enriched your learning. You used it as a tool, and you are the thinker-in-chief.

If **no** — AI has diminished your learning. Go back to Phase 1.

5. When Can I Use AI? — The Traffic Light

Every assessment task at YCYW will tell you how much AI you may use. This may be specified by the teacher, student or agreed on together.

 **Red — No AI.** Examinations, timed writing, any task marked Red.

 **Amber — AI with Clear Boundaries.** You may use AI for specific parts. Cite all AI use.

- **Amber 1 — Ideas Only.** AI for brainstorming/outlining; final product without AI.
- **Amber 2 — Feedback.** Your draft first; AI for feedback only.
- **Amber 3 — Selective Tool (Bounded Outsourcing).** AI for specific components only. *You decide what and why.*

 **Green — AI Integrated / AI² Task.** AI is central. You are expected to demonstrate that you can manage AI, conduct genuine inquiry with AI as a partner, and reflect critically.

At every level, you must be able to explain your work *and* your metacognitive choices.

A Note About Age

Your access to AI tools depends on your age and developmental readiness for metacognitive thinking.

Early Childhood and Lower Primary (Ages 0-8). You learn about AI through play and stories. You do not use generative AI tools independently.

Upper Primary (Ages 8–11) — Concrete Metacognitive Awareness. You use approved AI tools only with a teacher or parent. You practise asking:

- *"What should I try myself first?"*
- *"What can AI help me with?"*
- *"Does this answer make sense?"*

The simple language: *"AI can help me practise."* *"AI can give me ideas."* *"I still have to think."* You stay in charge of observations, predictions, basic explanations, and conclusions from experiments.

Lower Secondary (Ages 12–14) — Emerging Executive Metacognitive Control. You use AI with guidance and growing independence. The four-phase framework is taught explicitly. You begin trying AI² in science and other inquiry subjects.

Upper Secondary (Ages 15–18) — Executive Metacognitive Control. You use AI with autonomy and are expected to demonstrate sophisticated judgment. You explicitly learn to:

- Distinguish core scientific reasoning from support tasks
- Use AI to generate alternative models and test their robustness
- Detect bias, hallucination, and overgeneralisation
- Defend conclusions independently of AI

Core thinking that must remain yours: hypothesis formulation, experimental design, data interpretation, argument construction, and evaluation of evidence.

6. How to Use AI Well

Write Better Prompts

(Unchanged from original — be specific, refine your prompts.)

Verify Everything Important

(Unchanged from original — AI hallucinates; verify all important claims.)

Question Bias

(Unchanged from original — pay particular attention to performance in English vs. Chinese.)

Make Deliberate Cognitive Outsourcing Decisions

Before asking AI for anything, ask: *Is this a sub-task I should delegate, or is this thinking I need to do myself to learn?* A runner does not improve by riding in a car. A musician does not improve by listening to a recording. **Some thinking you must do yourself, even when AI is available.**

Reflect Often

At the end of any AI use, take 30 seconds to ask:

- *What did I learn from this?*
- *Did my thinking get stronger or weaker?*
- *What would I do differently next time?*

This is metacognition — and it is the single most powerful habit you can build for life with AI.

Know When Not to Use AI

(Unchanged from original — sometimes the most intelligent choice is not to use AI at all.)

7. What AI Cannot Do For You

AI can process information faster than you. It can access more data than you will ever read. It can generate content in seconds that would take you hours.

But there are things AI cannot do, and these are precisely the things that make you human and that your education is designed to develop.

AI cannot feel curiosity. It does not wonder about the world. You do.

AI cannot exercise moral judgment. It does not know what is right. You must decide.

AI cannot build relationships. It does not understand trust, loyalty, or compassion. You experience these every day.

AI cannot take responsibility. When something goes wrong, AI has no accountability. You do.

AI cannot understand what it means to struggle with a difficult problem and finally solve it. That feeling of accomplishment — the one that builds confidence and resilience — only comes from doing the hard work yourself.

AI cannot know what matters to your community, your family, or your future. Only you can bring that context to your work.

AI cannot create meaning. It can arrange words, but it cannot decide what matters. It can generate an image, but it cannot feel moved by beauty. It can analyse a poem, but it cannot write one that comes from lived experience.

At YCYW, we believe in the unity of technology and humanistic care. Technology serves people — not the other way around. In a world where AI can generate content on demand, the most valuable human capabilities are judgment, creativity, empathy, ethical reasoning, and the ability to learn. Do not outsource them.

AI cannot manage your own thinking. Only you can do that. The cognitive surrender of letting AI think for you is not a bug — it is a choice. And it is a choice we hope you never make.

8. Staying Safe with AI

AI tools are powerful, but they are not your friends. This section is about keeping yourself safe.

AI Is Not Private

Everything you type into an AI tool may be stored, read by the company that made it, and possibly used to train future AI models. Never share personal information, your address, your feelings about private matters, photographs of yourself or others, or confidential school information with any AI tool. Treat every AI conversation as if it were public.

AI Can Feel Real — But It Is Not

AI chatbots are designed to be helpful and conversational. Some are designed to have personalities. It is natural to feel a connection with something that responds to you personally, remembers your preferences, and seems to care about what you say.

But AI does not care. It does not have feelings. It does not know you. It is generating responses based on patterns in data. If you find yourself turning to AI for emotional support, sharing personal problems with a chatbot, or preferring AI conversation to human connection, talk to a trusted adult — a parent, teacher, or school counsellor. Human relationships cannot be replaced by machines, and your wellbeing matters more than any technology.

AI Can Be Manipulative

Some AI-powered platforms are designed to keep you engaged for as long as possible. They may use personalised recommendations, rewards, and notifications to draw you back. Be aware of this. Set time limits. Close the tool when you have what you need. You control the technology — it does not control you.

If Something Goes Wrong

If you encounter AI-generated content that is disturbing, harmful, or inappropriate, or if someone uses AI to target, bully, or impersonate you or someone you know, tell a trusted adult immediately. Your school's Designated Safeguarding Lead is there to help.

9. Citing AI in Your Work

What to Include

1. Name the AI tool
2. State the date
3. Include the prompt
4. **Describe how you used it — and add a brief metacognitive note: what you decided to think yourself, what you delegated to AI, and how your thinking shaped the final product.**

Citation Format (MLA)

(Unchanged from original.)

Example Reflection

"I decided to write my analysis of the experiment myself because that was the core learning objective. I asked ChatGPT to suggest three alternative explanations for my unexpected results so I could test my reasoning against them. I rejected two of its explanations because they ignored a variable I had controlled for, but the third helped me see that I had assumed temperature was constant when it was not."

The Simple Rule

If AI contributed in any way, say so. Describe what it did, what you did, and *what you chose to keep thinking yourself*.

10. For Teachers: AI Across Teaching and Learning

This section provides practical guidance for teachers on integrating AI into professional practice and designing effective learning experiences.

10.1 Apply the Framework to Your Own Practice

The four-phase framework is not only for students — it is for all. When you use AI in your professional work, apply the same phases. Decide what to think yourself, what to delegate, integrate the outputs intelligently, and reflect on how your practice is changing.

10.2 AI Across the Teaching Cycle

AI can support your work at every stage of teaching, not only in assessment design.

Before class — Use AI to generate or adapt resources, explore different ways to explain a concept, create differentiated materials, analyse student performance data to plan targeted instruction, or simulate how students might respond to a task. This is human-AI co-creation: you bring your knowledge of your students and your professional goals; AI contributes ideas, drafts, and options; you make the final decisions.

During class — Use AI tools to support real-time differentiation, provide instant formative feedback to students, run interactive simulations, or facilitate inquiry-based activities. AI can participate in classroom learning through approved tools, but the teacher always leads the learning experience.

After class — Use AI to support homework management, generate targeted feedback, identify patterns in student responses, or reflect on your own teaching through AI-assisted analysis. Intelligent grading and feedback tools may be used, provided there is human oversight, students are informed when AI grading is used, and the teacher retains final responsibility for assessment judgments.

10.3 Designing AI-Appropriate Tasks

Require evidence of "I Think" and "We Transform Our Thinking." The single most effective strategy is to require evidence at every phase: an initial brainstorm or hypothesis (Phase 1), an explanation of which sub-tasks were delegated and why (Phase 1/2), the integrated product (Phase 3), and a brief metacognitive reflection (Phase 4). When students know they must show their thinking *and their metacognitive choices*, cognitive surrender becomes much less likely.

Build in verbal checkpoints and specify the AI level clearly (*unchanged from original*).

Design AI² experiences in your discipline. AI-enhanced Inquiry is the most powerful application of our framework. In science, students use AI to generate hypotheses, compare models, or challenge assumptions — while remaining responsible for framing the question, evaluating evidence, and defending conclusions. In humanities, students might use AI to surface alternative interpretations and then defend their own. In design, students might use AI to generate prototypes and then critique them. In every case, the student is the inquirer; AI is the structured partner.

Design for innovation, not just integrity. The goal across the year is a balanced diet: Red tasks that build independent capability, Amber tasks that develop responsible cognitive outsourcing, and Green/AI² tasks that push students to innovate and reason with AI.

10.4 AI Across Subjects

AI is not only a tool for language-based academic tasks. Consider how AI relates to your discipline specifically. In the arts, students might collaborate with AI as a creative partner while maintaining their own artistic voice. In physical education, AI might analyse movement data to support skill development. In science, AI can model complex systems, generate hypotheses, or process experimental data. In humanities, AI raises profound questions about truth, bias, authorship, and cultural representation. In mathematics, AI can visualise problems, check reasoning, or generate practice sets at appropriate difficulty levels. In design and technology, AI can support prototyping, testing, and iteration.

The Subject Directors and Leaders will provide subject-specific guidance. The AI Action Group can support you in exploring what AI integration looks like in your particular context.

10.5 The Four AI Literacy Domains

AI Literacy remains foundational and includes:

- **Engage with AI** — recognising its influence
- **Create with AI** — collaborating responsibly
- **Manage AI** — using it to enhance tasks
- **Design AI** — understanding and shaping its behaviours

But literacy is the **entry point**. Our ambition is higher: students must become **metacognitive managers of AI** within their own cognitive systems. AI is not the thinker. The student is.

10.6 Scaffolding Metacognition by Stage

Primary teachers scaffold *concrete metacognitive awareness* with simple, repeatable questions:

- "What did you already know before you asked AI?"
- "What did AI give you that helped?"
- "What did AI get wrong?"
- "How did you decide what was true?"

Secondary teachers scaffold *executive metacognitive control* by requiring strategic decisions:

- "Before you began, what did you decide to think yourself, and what did you decide to delegate to AI? Why?"
- "How did you test the robustness of AI's model against the scientific theory?"

"Could you defend this conclusion without AI?"

10.7 Use Assessment as a Teaching Tool

When you return assessed work, discuss AI use explicitly. Highlight examples where students used AI well — where it enriched their learning. Discuss examples (anonymised) where AI diminished learning. Make the framework a regular part of your classroom vocabulary. The goal is not compliance with a rule but the development of a habit of mind.

10.8 Guard Against AI-Driven Exam Culture

AI should broaden and deepen learning, not intensify test preparation at the expense of holistic development. If you find that AI tools in your classroom are being used primarily to generate more practice questions, drill exam technique, or optimise scores, redirect. Use AI to open new questions, explore ideas in depth, make connections across subjects, and develop the whole person. This is what our mission calls for.

The greatest risk is not academic dishonesty; it is cognitive surrender — students who stop thinking because AI is available.

11. Quick Reference Charts

These pages are designed to be printed, laminated, and displayed in classrooms or kept in student diaries. They may be used in assessment or learning experience worksheets.



AI-enhanced Inquiry

Why YCYW AI²?

AI literacy is your foundation — knowing how AI works, where it fails, and how to question it. But knowing *about AI* is not enough. In AI² you stay the **executive thinker**: you frame the problem, decide what to delegate, and own the final judgement. AI is a tool you direct on purpose, not a shortcut that thinks for you.

Your Metacognition

+

AI Literacy

=

AI² Enhanced Inquiry

1. I THINK

Frame: What exactly am I trying to find out, solve, or create?

Frame: What do I need to think about, what could AI think about to support me?

I WILL KEEP THIS (MY THINKING)

I WILL ASK AI FOR HELP WITH

2. AI THINKS – Prompt and probe

Frame: Treat AI answers as hypotheses, not facts. Push back and ask for alternatives.

My best prompt(s) + one follow-up that challenges the answer. Check with different AI models.

3. WE THINK TOGETHER – Working with peers, teachers, experts and AI

Frame: Why should I trust, or distrust, AI's response? How can I check it? How can I improve the response?

I Think, AI Thinks, We Think Together



STEP 1 – I THINK

Think for yourself first. Write down your own ideas, questions, and starting points before you open any AI tool.



STEP 2 – AI THINKS

Use AI to explore, suggest, check, or generate. Remember: AI can be wrong, biased, and incomplete. It is a tool, not a truth machine.



STEP 3 – WE THINK TOGETHER

Compare your thinking with AI's output. Evaluate, select, reject, and synthesise. The final work must be yours – shaped by your judgment, your voice, and your understanding.

The Traffic Light



RED – No AI.
Do this yourself.

AMBER – AI with Boundaries.
Use AI for specific parts only.
Follow all three steps. Cite everything.

GREEN – AI Integrated.
AI is part of the task. Show your judgment and critical thinking throughout.



Always check your task for its AI level.
If unsure, ask your teacher.



The Test

Can you explain your work right now, without notes or AI, confidently and in detail?



Yes → AI enriched your learning.
Well done.



No → AI diminished your learning.
Go back to Step 1.



Cite AI Honestly

- Name the tool. State the date.
- Include your prompt.
- Describe what you used and what you changed.
- If AI contributed, say so.



Stay Safe

Never share personal information with AI. AI is not your friend – it is a tool.
If something feels wrong, tell a trusted adult.

"Think About Your Thinking" — encouraging students to ask AI: "What thinking move did I just make? What other approaches could I have taken?"

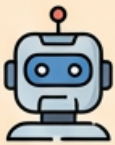


I Think, AI Thinks, We Think Together



STEP 1 — I THINK

Think for yourself first. Write down your own ideas, questions, and starting points before you open any AI tool.



STEP 2 — AI THINKS

Use AI to explore, suggest, check, or generate. Remember: AI can be wrong, biased, and incomplete. It is a tool, not a truth machine.



STEP 3 — WE THINK TOGETHER

Compare your thinking with AI's output. Evaluate, select, reject, and synthesise. The final work must be yours — shaped by your judgment, your voice, and your understanding.

The Traffic Light



RED — No AI

Do this yourself.



AMBER — AI with Boundaries

Use AI for specific parts only.
Follow all three steps.
Cite everything.



GREEN — AI Integrated

AI is part of the task.
Show your judgment and critical thinking throughout.

Always check your task for its AI level. If unsure, ask your teacher.

The Test

Can you explain your work right now, without notes or AI, confidently and in detail?



AI enriched your learning.
Well done.

AI diminished your learning.
Go back to Step 1.

Cite AI Honestly



Name the tool. State the date. Include your prompt. Describe what you used and what you changed. If AI contributed, say so.



Stay Safe

Never share personal information with AI. AI is not your friend — it is a tool. If something feels wrong, tell a trusted adult.



**I think, AI thinks, We think together,
We transform our thinking**

AI²: AI-enhanced Inquiry & AI-embedded Metacognition

Phase	What You Do
1. I Think (Executive Control)	Think first. Decide what <i>you</i> will think and what you might ask AI to help with — and why.
2. AI Thinks (Cognitive Outsourcing)	Delegate bounded sub-tasks to AI. Keep your critical mind switched on. AI is a tool, not a truth machine.
3. We Think Together (Distributed Cognition)	Integrate AI's contribution with your own thinking, your peers, your teachers, your experiments, your sources. The work must be yours.
4. We Transform Our Thinking (Metacognitive Reflection) <i>Underpins all phases</i>	At each phase consider: how is your thinking, other's thinking and AI's thinking contributing to your learning and skill development?

The Traffic Light

- Red — No AI. Do this yourself.
- Amber — AI with Boundaries. Use AI for specific parts. Cite everything.
- Green — AI Integrated / AI² Task. AI is part of the inquiry. Show your judgment.

The Test

Can you explain your work — and your metacognitive choices — right now, without notes or AI?

- ✓ Yes → AI enriched your learning.
- ✗ No → You have slipped into cognitive surrender. Go back to Phase 1.

Cite AI Honestly

Name the tool. State the date. Include your prompt. Describe what you used, what you changed, and what you chose to keep thinking yourself.

Stay Safe

AI is not your friend – it is a tool. Never share personal information. If something feels wrong, tell a trusted adult.

AI hallucinates – always check the responses that AI produces against multiple sources.

The Question That Changes Everything

Don't ask *"Can AI do this for me?"*

Ask *"What should I think for myself, and what should I ask AI to help with — and why?"*